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ABSTRACT

This guide explains the phases of the career education program at Great Mills High School (Maryland) as a means of helping other schools and school systems to initiate similar programs. Based on 4 years of experience at Great Mills High School, the guide provides career education activities for the 9th through 12th grades. The activities include career assessments, shadowing, internships, and in-school career and/or college research. These activities are broken down according to grade level and can be used separately or in a grade-by-grade progression. (Since the Great Mills staff, who wrote the guide, realize that maintaining funds and staff for this work can be difficult, many of the activities can be administered and coordinated by classroom teachers or guidance counselors in lieu of career education resource people.) Also included in the guide are ideas and guidelines for developing and making use of career resource centers and for developing community resource sites. (KC)

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TRAINING GUIDE

FOR

CAREER EDUCATION

Based on a pilot program
which originated at:

Great Mills High School

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St. Mary's County Public Schools
Leonardtown, Maryland 20650

1983

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Much of the material in this guide has been developed and used in the Great Mills High School career model. It is hoped that by using this guide dedicated professionals will be able to promote varied and meaningful experiences for students and implement career education programs that will not only help students, but will also benefit the community.

S. L. Raspa
Principal, Great Mills High School

FOREWORD

The Career Education Program in grades 8-12 in the St. Mary's County Public Schools was designed with the belief that through career orientation and exploration students can most effectively learn about themselves and their place in the world of work.

The program serves both the students and the community. It broadens the students' perspectives and heightens their awareness of the relationship between the individual and the community. An opportunity is also provided for the adults within the community to take a more active role in today's secondary education and to help bridge the gap between the theories of the classroom and their practical applications.

This guide explains the different phases of the career education program at Great Mills High School and hopefully will serve as a means of helping other schools and/or school systems to initiate similar programs. Although many of the goals and objectives are tied directly to the curriculum in the St. Mary's County Public Schools, the vast majority of the activities are relevant to any school or school system.

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INTRODUCTION

This Training Guide for Career Education is the culmination of four years of effort at Great Mills High School. The program began in September 1978 with 13 gifted and talented seniors participating in an Experience Based Career Education Program modeled after the Appalachia Educational Laboratory's E.B.C.E. Program. The success of this first phase provided the motivation for expanding the program to provide career education activities for ninth through twelfth grade. The activities include career assessments, shadowing, internships, and in-school career and/or college research. These activities are broken down according by grade level and can be used separately or in a grade-by-grade progression.

There has been a commitment from the administration of Great Mills High School to provide career education activities for as many students as possible. The program was designed as we saw a need; therefore, the activities in this guide are practical, useable, and basically easy to manage.

Since staffing and funding are always a problem, the career education program at Great Mills High takes into consideration these constraints. Many of the activities can be administered and coordinated by classroom teachers or guidance counselors in lieu of career education resource people. The assessment instruments are inexpensive, self-scoring, and reliable.

Included are also ideas and guidelines for developing and utilizing career resource centers and ideas and guidelines for developing community resource sites. These ideas and guidelines should prove helpful to systems beginning career education programs or to those systems which have programs already in place.

CAREER CENTER AND COMMUNITY RESOURCE SITE INTRODUCTION

The school career center and the use of resource sites and community people are of vital importance to the county's total career education program.

All three high schools in St. Mary's County have career centers and staff which give the students the opportunity to utilize materials either independently or as a part of their classroom assignments. Through the use of community resource sites the students are able to visit career areas for exploration. These sites are also utilized for providing resource people as guest speakers in the classroom setting. The following pages give a description of the career center function and the logistics of organizing and maintaining resource sites in the community.

COMMUNITY RESOURCE SITES AND PEOPLE

In developing community resource sites for career education experiences there are four major areas of emphasis.

1. To determine what learning potential exists at experience sites in terms of resources, activities and personnel.

2. To utilize those resources, activities and personnel to provide students with learning experiences relevant to today's world.

3. To establish communication links between community resource sites, resource people, learning coordinators and students.

4. To actively involve resource sites and people in determining or establishing student learning experiences.

In order to develop career resource sites it is important to have a thorough understanding of the political, economic, social and geographic conditions of the area. If you are not a native, this will necessitate a review of literature and other pertinent information. It is important to build contacts and develop access to community leaders in business, industry, government and labor. These will be the people who will ultimately open doors for career education experiences.

When making initial contact to recruit community resource sites for career programs, there are several factors which must be kept in mind.

1. If you are just beginning to recruit sites for an initial start up, it is well to begin "PR" activities with a presentation to one or more influential community groups; i.e., the local Chamber of

Commerce, Rotary Club, commanding officer of a military installation, etc. The purpose of the presentation is to solicit group support and to elicit personal endorsements from individuals within the group.

2. You will need to explain the purpose of the program and what is expected to be gained by both the site personnel and the students:

- Ninth graders will be touring a site to get a general overview of what a particular career area is all about. Resource people will be asked to respond to students' questions concerning salary, employment outlook, entry level skills necessary and what high school courses would be beneficial to a student considering this career area.

- Tenth graders will be shadowing a particular employee in order to make viable decisions concerning the particular career area.

- Twelfth graders will be interning at particular career sites in order to experience "hands on" activities and to gain knowledge of a more in-depth nature of the day-to-day routine in order to select a career area to pursue upon graduation.

CAREER CENTER UTILIZATION AND DUTIES

The career center is an integral part of any career program. The center should have a full-time technician in order to guarantee the accessibility of the center to all students and faculty members. Since most of this career education program centers around activities in the career center, it is important that the physical space be large enough to house all career materials, college information, military information, filing cabinets for career folders, all necessary equipment (e.g., microfiche reader, view deck, etc.), teacher's desk, and enough seating for small groups of students. The ideal situation would provide a career center with an adjoining classroom for instructional purposes.

In addition to a career center technician, there is also a career resource teacher at Great Mills High. Since there are many activities which require the technician and/or the resource teacher to be away from school, it is important to have two people responsible for the program. Through the coordination of these two people it is possible to have community involvement through career trips, etc. and still maintain an open career center for students.

There are five general areas for which the career center technician is responsible--general housekeeping duties, managing students' career planning activities, working with groups and individual students, working with and providing information to faculty and guidance personnel and finally working with the community. The career center technician's

duties are listed below with examples that reflect activities at Great Mills High School. Those items preceded by an asterisk are the responsibility of the career resource teacher.

Housekeeping

A. Man the career center daily to assist students in careers and college research

B. Update all career and college information

C. Order career and college information as required

D. Maintain daily records of students utilizing the career center

E. Type up and distribute permission and/or waiver forms for students visiting career sites as necessary

*F. Be familiar with and work with The World of Work competencies of Project Basic

Career Planning

A. Maintain career folders for students in coordination with the guidance department

*B. Assist students and faculty in the continual updating of career plans (e.g., career workshop program scheduled for all twelfth graders which involves them working in the career center; contemporary issues classes spend one day in the career center in follow up to taking the Harrington/O'Shea; ninth graders record scores from JOB-O on career folders and tenth graders record shadowing experiences on the career folder)

Group and Individual Work

*A. Work with groups of students in completing class assignments related to career research

*B. Administer career surveys to individual students as necessary

C. Operate microfiche machines to assist students in locating college and career information through COIN and INFORM systems

D. Provide transportation for students involved in career program (School van is housed at Great Mills High School.)

Faculty and Guidance

*A. Assist faculty members in meeting Project Basic competencies in career and vocational education

*B. Assist guidance counselors in locating information as needed

*C. Present information concerning career center use and activities to school faculty as needed

D. Assist in arranging college and/or career information related seminars in coordination with faculty members and guidance

Community

*A. Develop community resource sites for career exploration and maintain records of such sites (e.g., Freshman Career Experience Program, Job Shadow sites)

*B. Work with community organizations and/or institutions in providing experiences in the area of career education (e.g., at Great Mills a local community college uses the career center as part of the college's pre-employment training program)

C. Provide parents with college and career information as requested

DO'S AND DON'TS

It would be very hard to make a definite set of rules which would describe how to set up and coordinate a career education program. One must be ready to initiate positive contacts and react to the opportunities and situations which spontaneously arise. Therefore, this section will attempt only to outline basic areas of consideration focusing primarily on community involvement. There will also be some discussion of mistakes which have been made at Great Mills in hopes that others will benefit from our learning experience.

Community Involvement

Since an experiential education program cannot operate without students being in the community, it is important to realize that there are certain obligations which school resource personnel have to the community. These duties can be classified into the following categories: opening community resource sites, analyzing these sites and keeping the personnel at these sites informed.

Opening Resource Sites

Resource sites need to be opened and subsequently analyzed when program demands indicate a need due to insufficient or no resource site coverage in a vocational area being requested by students. When making initial contact to recruit potential resource sites, there are several factors to be considered.

1. It is well to start with "P.R." activities with a presentation to one or more influential community groups. The purpose of the

presentation is to both solicit group support for the program and to elicit personal endorsements from individuals. Never underestimate the power of name dropping when it comes to initial community development. It is much easier to obtain support from a potential resource site if the name of a group or individual already involved is mentioned. Try to keep the presentation brief, to-the-point, and attractive. If there are any brochures describing the program, have these readily available to distribute to people. It is extremely important that the program presenter be energetic and enthusiastic about the career education process being discussed. Encourage maximum interaction among participants, as a feeling of team work will be to the program's advantage. Do not expect to have a ready answer for all questions that will be asked. If a question arises that cannot be answered, a good policy is to turn it over to the group for input and discussion. This approach leads to a feeling of partnership which is paramount in a productive school/community relationships. Do not fail to capitalize on the community resource people's enthusiasm and expertise and never, never, never talk down to them.

2. If a specific community resource site is being recruited, it is well to begin with a telephone call. Always make the initial contact with the highest ranking individual in the organization. There is good reason for this "start at the top" strategy. A mid-level person will not have the authority to make an official decision regarding involvement in the program. The mid-level person will have to approach those in charge for approval and much valuable time will be lost. However, if the first contact is made at the top, then an authoritative decision can be made regarding participation in the program.

3. When making initial telephone contact, do not put the person "on the spot" by asking if the resource site will cooperate with the program. This puts the resource person under pressure to make an immediate "go/no go" decision and could possibly elicit a hasty negative response. Instead, briefly explain the purpose of the program and ask for the opportunity to discuss the program personally at the convenience of the prospective resource person. Always use a positive approach when solicitating cooperation rather than asking a site to do a favor. There has to be belief in a product in order to sell it and a positive attitude is extremely important in this phase of site recruitment.

4. Finally, do not be discouraged if a particular site does not immediately agree to participate. Some individuals at potential resource sites just tend to be more conservative than others. In such situations it is important to take a positive attitude and keep the channels of communication open. Many times, a more conservative resource site just needs to be assured that the program can work. After a few months of the career education program successfully operating within the community, the same resource site may agree to cooperate.

Concerns In Student Placement

The source of many placement conflicts is usually a difference of expectations between students and experience site personnel. Some of these differences are

1. Basic Skills A deficiency on the part of the student in such areas as reading, writing, mathematics, and office skills can seriously hamper the effectiveness of a placement. If the site in question has a basic skills requirement, the student should be informed of this before a placement is requested.

2. Dress Code Dress requirements vary from experience site to experience site. The student should know in advance what sort of dress is considered appropriate for the site.

3. General Behavior It should be stressed to the student that proper, mature behavior is expected while at the site. This is especially important when students will be involved in long-term internships on an individual basis. Stress with the resource site personnel that any misbehavior will result in the student's termination and that immediate notification is requested.

4. Attendance Poor attendance is a source of concern for experience sites. When a placement is made, make it clear to the resource person that regular attendance is mandatory. Therefore, when the student is absent, it is his/her responsibility to inform both the site personnel and career resource teacher.

5. Personality Conflicts There will be occasions when a student and a resource person have a basic personality conflict that cannot be reconciled. When this situation develops, it is in the best interest of the student and the career education resource teacher to remove the student from the site once attempts to "work out" the problems have failed.

6. On-Going Public Relations It is important to have on-going public relations activities to keep the community aware of the career education program. This can be done through periodic newspaper articles, radio interviews, presentations at civic organizations, brochures, and word of mouth. However, one of the most important public relations components for the program is the support of its students. The following three factors will simplify public relations:

a. Students in the program should be encouraged to publicize the contributions of the program to other students.

b. Students in the program should be encouraged to publicize the program to the community at large.

c. The students should be encouraged to be on their best behavior at the resource sites and sincerely strive to do creditable work so that the experience site resource person can feel proud to be working with a quality career education program.

GRADE LEVEL ACTIVITIES INTRODUCTION

The following pages outline by grade, activities which are used in St. Mary's County in the area of career education. The first page of each section gives the goals and objectives for that particular grade level. The following pages give a more detailed explanation of each activity. At the beginning of the detailed explanation, there is a reference made to the St. Mary's County Career Education Goals and Objectives addressed by each activity. The complete listing of these goals and objectives can be found in the appendix of this document.

EIGHTH GRADE PROGRAM

All eighth graders in the St. Mary's County Public School are involved in a career education unit which is a part of their social studies program. The career education unit centers around "What's My Line" which is a locally developed mini-resource unit. The purpose of the mini-resource unit is to introduce students to the opportunities for vocational education present in St. Mary's County and to give them the opportunity to explore a variety of careers through career activities which include career assessment, research, and guest speakers.

Unit Objectives

Upon completion of the study of "What's My Line", the student should understand that

1. A vocational choice is based upon personal values, interests and abilities.
2. Opportunities for employment increase as preparation increases.
3. Each person has the potential for doing many different kinds of work.
4. Occupational choices will influence life styles

Upon completion of the mini unit, the student should appreciate that

1. A student's curricular choices should be influenced by his/her knowledge of himself/herself and the world of work.
2. Investigations of the world opens additional opportunities.
3. Individuals may change their occupational goals.
4. The process of deciding upon an occupation is continuous and influenced by a variety of factors.
5. Students should develop skills in exploring additional educational opportunities to further their goals in vocational careers.

A part of the study of "What's My Line", students complete a career plan which is forwarded to the high school to aid those responsible for career planning at this level.

NINTH GRADE PROGRAM
(Great Mills High School)

Program Goals

1. To identify and utilize community resources which will increase career awareness, exploration, and learning opportunities for students.

2. To implement career guidance objectives which will support the development of individual career plans and reduce bias and stereotyping due to age, race, sex or handicapping condition.

Program Objectives

1. Implement programs which enable students to work, learn, and perform service in the community. Make provisions to assure participation of students with special needs.

2. Implement program models which will assure that all students participate in career guidance activities.

3. Design and carry out a procedure through which all students will develop an individual career plan.

Activities

1. Career interest survey
2. Career experience
3. Career planning

CAREER INTEREST SURVEY
(Great Mills High School)

County Goals Addressed: I 9-10A

All freshmen are given JOB-O (CFKR Career Materials, Inc.) in the fall. Each student spends one class period on this activity. This instrument measures interest only; there is no attempt at this point to zero in on the students' individual ability or aptitude. The areas covered by JOB-O are education, interests and self assessment.

Logistics

1. Select a subject area which is designed for ninth grade (e.g., English I or world cultures).

2. Administer JOB-O to one class at a time using a typical class period of forty-five to fifty minutes. (Average and above classes are able to work through JOB-O with only general directions. Go through each step with below average and special education classes.)

3. Explain how to score JOB-O and have students score their results. Allow time to answer questions which may arise.

4. Make arrangements for students who are absent to take JOB-O individually upon their return.

CAREER EXPERIENCE
(Great Mills High School)

County Goals Addressed: I 9-10D, I 9-10F, I 9-10G, IV 9-10B, V 9-10A, V 9-10B, V 9-10C

This phase of the program allows freshman students to participate in a one-half day experience/tour of a selected community resource site which matches the student's interests as identified by JOB-O. Sites and activities vary according to student needs. Resource allocations are such that about 40% of the freshmen participate in this activity. Students are scheduled in small groups throughout the year. Five career sites were selected which offered the greatest number of career options for Great Mills High School. The career areas selected were Health, Communications and Media, Business and Office, Transportation, Science and Technology. There is some overlap at the particular resource sites and this provides flexibility in the program. There are certain preparations necessary before the students begin their visits.

1. Select community resource sites which will correlate with as many areas in the JOB-O survey as possible.

2. Contact sites to identify a resource person who will act as site coordinator.

3. Meet with site coordinators either individually or as a group. Explain the purpose of the program as follows:

- To expose students to the work environment.
- To help students become aware of what courses in high school would assist them in preparing for the career.
- To give students the opportunity to question employees about their particular job.

Logistics

1. Contact resource people to set up tour dates for the year. Hold a meeting.

2. Administer JOB-O and sort into career areas according to results.

3. Distribute permission forms to students two days before tour.

4. On the morning of the tour, assemble students in the career center and administer the pre-test. Ask each student to write a brief description of what they know about the career area to be explored.

5. After the tour, assemble students in the career center for the post-test and trip evaluation. Have students write another description of the career area. An assessment should be made as to an increase in the students' knowledge of the career area. Have students complete the evaluation form to determine their reactions to the trip.

CAREER PLANNING
(Great Mills High School)

County Goals Addressed: I 9-10C, V 9-10A

In the eighth grade, all St. Mary's County students do a career plan which is forwarded to the high schools. Using this as a starting point, all freshmen at Great Mills High School fill out a ninth grade career plan. The information from this plan is used in assisting students in their course selections for the next year.

Logistics

1. Select a subject area which is designed for ninth grade (e.g., English, world cultures).

2. Arrange with the teachers of this subject area a time for students to fill out the career plan. This will take one class period. Either the classroom teacher or the career education resource teacher can conduct this activity.

3. Meet with staff responsible for scheduling (e.g., counselor, vice principal, homeroom teacher) to explain how the career plan can be used in assisting students in course selections.

The career plans for students in the St. Mary's County Public Schools are printed on folders. All ninth grades in the county complete a career plan. The folder is designed so that the students can monitor their career plans and educational progress through their senior year. The career plans are filed in the career center at Great Mills High School, therefore, allowing access for students, teachers, and counselors.

TENTH GRADE PROGRAM
(Great Mills High School)

Program Goals

1. To provide career experience which will promote knowledge of career options and the continuation of the development of career plans by students.

2. To identify and utilize community resources which will increase awareness, exploration, and learning opportunities for students.

Program Objectives

1. Provide comprehensive career information about employment, education, training and volunteer options through a "job-shadowing" program. Provide for students with special needs. A description of job-shadowing follows.

2. Develop agreements or working arrangements within the community which will increase career awareness and exploration opportunities for students to facilitate implementation of the job shadowing program.

3. Design and carry out a procedure through which all students will continue the development of career plans. Procedures for career plan updating are described on page 23.

JOB SHADOWING
(Great Mills High School)

County Goals Addressed: I 9-10F, IV 9-10A, V 9-10B

This program offers all tenth graders the opportunity to spend an entire day at a selected career site "shadowing" a resource person. Approximately 40% of the students participate. Program activities occur in the spring. The purpose of shadowing is to allow students to receive first-hand information about a career site. By spending an entire day with a resource person it is possible for a student to learn about the work environment; training that is necessary for employment; opportunities for advancement; mobility in the career field; employment outlook and the day-to-day activities at a particular career site.

Logistics

1. Inform the students about the program through bulletins and through their tenth grade English classes. Ask students to go to the career center and sign up to participate in the program, selecting the career area they wish to explore. The career area may be a new career area. For students who select career areas which are not available in the community, there are two options. First, the student may choose to research the particular area in the career center and not be involved in a shadowing experience, or the student may opt to shadow a different career area.

2. Maintain a list of community resource sites. Contact resource people and establish a time line for student shadowing. If students select career areas which are not in the resource site bank, contact

appropriate sites and resource people. These new sites should then be added to the master list of community resource sites.

3. Brief the resource people on the program and its purpose.

4. Ensure that safety and legal needs are taken care of, e.g., some sites require a waiver in case of accidents, and students need permission slips.

5. Develop a master schedule matching students and sites and make approprite transportation and communication arrangements.

6. Transport students to and from the shadowing site.

7. Evaluate students using the same procedure as is used in the Ninth Grade Career Experience Program.

CAREER PLAN UPDATE
(Great Mills High School)

County Goals Addressed: I 9-10C, V 9-10A

Students are scheduled into the career center to update their career plan folders upon completion of their job shadowing experience. All other tenth grade students update career plans in class situations. This activity is designed to correspond with registration for the next school year.

Logistics

1. Select a subject area which is designed for tenth graders, e.g., English or U.S. history.

2. Arrange with teachers of this subject area a time for students to update their career plans. This will take one class period. Either the classroom teacher or the career education resource teacher can conduct this activity.

3. Meet with staff responsible for scheduling (e.g., counselor, vice principal, homeroom teacher, etc.) to explain how the career plan can be used in assisting students in course selections.

4. File career plans in the students' career education folders.

5. Follow-up with staff to encourage use of the information in planning lessons and finding ways of motivating students.

ELEVENTH GRADE PROGRAM
(Great Mills High School)

Program Goals

1. To provide career information systems and other resources which promote knowledge of career options.

2. Demonstrate career planning and development skills.

Program Objectives

1. Provide comprehensive career information about employment, education, and training options in a variety of forms - print, audio-visual, computer. Provide for students with special needs. Career center research is described in the following sections.

2. Develop a profile of personal characteristics based on school work, test and extra-curricular activities.

CAREER CENTER RESEARCH
(Great Mills High School)

County Goals Addressed: I 11-12B

This is an in-school activity which is designed to allow all eleventh grade students to participate in a career research program in the school's career center. This activity gives eleventh graders the opportunity to take a selected career assessment instrument and research a career area and/or college information. The timing of this activity is designed so that students can realize the importance of the courses in which they are presently enrolled. The activity is used also to guide course selections for the senior year. Each student spends two class periods on the activity.

Logistics

1. Select a subject area which is designed primarily for eleventh graders (e.g., English or social studies).

2. Meet with the teacher of this subject area to explain the program and to assist these teachers in arranging lesson plans for the time of the activity. Depending upon the number of classes and students, this activity may take a week or more to complete for each teacher. (This is a necessary step at Great Mills since only ten students at a time can be in the career center. This necessitates designing classroom lessons which can be done independently since ten students will be absent at a time from class until all students have completed their research. This activity seems to work best in Contemporary Issues classes at Great Mills High School.)

3. Administer career interest instrument (Harrington O'Shea Self Scoring) in each selected class. This activity will take approximately 45-50 minutes to allow time for students to score the survey. Collect the survey and file in the career center. (Since the Harrington/O'Shea is rather lengthy and needs explicit directions, this is best done by the career education resource teacher or someone on staff who is familiar with the instrument. If the classroom teacher is to be responsible for administering the survey, then it is advisable that there be a training session with the teacher or teachers involved.)

4. According to the career center facility, group students and have them report to the career center during their regular Contemporary Issues class period. Distribute Harrington/O'Shea surveys and assist students in researching their results. Give a brief explanation of how to locate information and explain what resources are available in the career center. (COIN, D.O.T. files and books, career briefs, etc.) The students will have one class period in the career center for research.

5. Upon completion of the total activity, have students complete an evaluation form of the activity. The Harrington/O'Shea results and the evaluations are stored in the students' career center folders.

6. Make arrangements for those who are absent during any part of the activity to complete their research.

TWELFTH GRADE PROGRAM
(Great Mills High School)

Program Goals

1. To identify and utilize community resources which will increase career awareness, exploration and learning opportunities for students.

2. To know and understand the options, opportunities and requirements of the world of work.

Program Objectives

1. Demonstrate the ability to apply basic skills in a work setting.

2. Demonstrate skills, attitudes, and behavior important for a job interview.

3. Identify qualities and skills that employers commonly seek in job applicants.

4. Demonstrate a knowledge of the world of work through occupational categories and the associated jobs and requirements.

5. List the knowledge, training and skill requirements in three career areas selected and list three related occupations.

COMMUNITY BASED EDUCATION
(Great Mills High School)

County Goals Addressed: II 11-12B, III 11-12B, IV 11-12A, V 11-12A

This portion of the career education program allows twelfth grade students to participate in career internships during the school day. This program is an adaptation of the Appalachia Educational Laboratory's Experience Based Career Education Program. Selected seniors are placed at career sites for one-half day, five days a week, on a non-paid basis. The seniors participate in at least three internships during the course of the school year. The goal is not to train students for specific jobs, but to provide students, by direct experience in the local community, an opportunity to learn the process of career decision making and to become more responsible and mature. The number of seniors participating in this activity depends upon transportation arrangements, scheduling and staff time.

Logistics

1. During registration in the spring before their senior year, students may sign up for the program. The program is explained in the school's program of studies.

2. Meet with students who have signed up for the program to check schedules and credits to make sure that students can be released from school without causing a conflict in class selection and to make sure that the student's credit requirement for graduation will be met. This can be done by either the school counselor or career education resource teacher.

3. In the fall of their senior year, meet with students in a classroom situation so that they can select career areas for internships.

4. During this time in the classroom or career center, administer career assessment surveys; have students research selected career areas. Instruct students in how to write a resume; fill out application for federal employment (Form 171); write letters of introduction and application and explain the correct procedure for a job interview.

5. Using the established list of community resource sites, contact resource people and establish time lines for internships. If students select a career area which is not in the resource site bank, contact appropriate sites and resource people.

6. Brief the resource people on the program and its purposes. This is best done in person since it is necessary to establish exactly what activities the students will be performing on a daily basis. Resource people will be responsible for completing a student evaluation form which will be used as a basis for grading. Students are responsible for being punctual and for contacting the resource site in case of absence.

7. Maintain continual contact with resource people to assist them in evaluating students. This gives the resource teacher the opportunity to answer any question which the resource people may have and to handle any problems which may arise. This is done both in person and by telephone.

8. Make arrangements to move students to new internship sites approximately two weeks prior to the end of their present internship. The average length of an internship is eighteen weeks. However, if a site is not working out, either for the resource person or the student, a move should be made as soon as possible.

9. At the conclusion of an internship, have the students write a summary of their experience.

10. If transportation is available through the school, make arrangements for scheduling drop off and pick up for students.

CAREER PLANNING WORKSHOP
(Great Mills High School)

County Goals addressed: I 11-12B, I 11-12C, V 11-12A, V 11-12B, V 11-12C

This program activity is scheduled through twelfth grade English classes and through it all twelfth graders complete a career planning workbook. The activities are designed so that students can see what their selected careers offer and what they need to know to enter a selected career. Students select three careers to research. First, the students are asked to write down three related occupations for each selected career. The next section of the workbook has the student answer the following questions:

1. Define what the career is.
   List resources.
2. What does the career require?
   Education? Experience?
   List resources.
3. Where are the places that hire people in this career?
   List resources.
4. What salary can be expected? What future exists in this field?
   List resources.
5. What additional experience or education do I need to enter this career?

There is an example of a career to which all these questions have been answered as a guide for the students. Finally, students are asked to do a career evaluation at the end of the activity.

The entire activity is in booklet form and made in school. Therefore, there is minimal expense involved. The workbooks may be used in the classroom by the teacher for follow-up activities or may be filed in the career center.

Logistics

1. Meet with English teachers to set up a time and schedule for students to be in the career center. (See logistic two (2) for eleventh grade - Career Center Research.)

2. Distribute career planning workbooks to students after they are in the career center. Go over general directions and assist them in locating necessary information from a variety of sources (e.g., COIN, INFORM, Occupational Outlook Handbook, etc.). One class period of 45-50 minutes should be sufficient time for all levels of students to complete the workbook.

3. Make arrangements for students who are absent to the scheduled into the career center.

APPENDIX

St. Mary's County Career Education Goals and Objectives (Grades 9 - 12)

"What's My Line?" (available on request)

St. Mary's County Career Education brochure

St. Mary's County Career Planning folders (available on request)

Career Guidance - 9-10

Goal: I 9-10 A. Recognizes the need to explore one or more career clusters intensively.

Objectives: The student by the end of tenth grade will

(1) when asked to describe one of the career clusters in depth, give a description which includes a cross section of occupations and their characteristics.

(2) indicate the name of a career cluster he/she has explored in depth.

Goal: I 9-10 B. Understand the changing nature of the world of work.

Objectives: The student by the end of tenth grade will

(1) when given a list of ten occupations which have undergone obvious change, choose three and indicate ways each has changed over the past twenty years.

(2) name three social, technological, or economic phenomena which have changed the nature of the world of work.

Goal: I 9-10 C. Recognizes the need to develop a career choice plan.

Objectives: The student by the end of the tenth grade will

(1) verbalize reasons he/she needs to develop a career plan.

(2) develop a written career plan to cover the next three years.

(3) make comparisons between the need to plan for a career and the need to plan for other actions, such as: the building of a house or the purchase of an automobile.

Goal: I 9-10 D. Understands the part-time jobs can be valuable exploratory experiences.

Objectives: The student by the end of tenth grade will

(1) write a summary of one occupation listing at least three sources.

(2) when given a list of three occupations, choose one and list at least two addresses of sources of information.

(3) compare the information contained in two different sources.

(4) write letters to three appropriate sources requesting career information.

Goal: I 9-10 F. Makes a realistic appraisal of occupations of personal interest.

Objectives: The student by the end of tenth grade will

(1) select one occupation to appraise in terms of her/his aptitudes, abilities and interests.

(2) compare two different occupations, indicating which holds more benefits for her/him and list the benefits.

Goal: I 9-10 G. Appreciates the worth of work and workers.

Objectives: The student by the end of tenth grade will

(1) list the different job titles of persons he/she has come in contact with over the previous two weeks.

(2) tell a way each of the occupations listed above benefits society.

Goal: II 9-10 A. Recognizes the need for continuous self-appraisal.

Objectives: The student by the end of tenth grade will

(1) explain how the school-wide testing program benefits her/him.

(2) evaluate her/his own educational progress by comparing grades with test scores.

Goal: II 9-10 B. Understands that relationship exists between a person's mental and physical health and his/her career.

Objectives: The student by the end of the tenth grade will

(1) indicate at least two relationships existing between a person's physical health and her/his career.

(2) indicate at least two relationships existing between a person's mental health and her/his career.

Goal: II 9-10 C. Understands that any one of a variety of careers can lead to self-fulfillment. (4.4.1.15)

Objectives: The student by the end of tenth grade will

(1) when given a list of worker traits, list occupations requiring these traits.

(2) list her/his traits and name at least two occupations in which these traits are appropriate.

Goal: II 9-10 D. Possesses a positive self-concept in relation to her/his work.

Objectives: The student by the end of tenth grade will

(1) relate her/his strengths and limitations to a career chioce. (4.2.1.2)

(2) relate her/his strengths and limitations to selection of school subjects.

(3) relate her/his strengths and limitations to leisure time activities.

Goal: III 9-10 A. Understands that work is important in our society.

Objectives: The student by the end of the tenth grade will

(1) when given a list of three occupations, suggest the effects upon the community if the work of each were not being done.

(2) tell what he/she would do with her/his time if he/she did not work for pay.

(3) tell the possible effects upon the community of one specified person not working.

Goal: III 9-10 B. Understands the importance of mutual respect and co operation in working with other people.

Objectives: The student by the end of tenth grade will

(1) verbalize the need for mutual respect and cooperation with other workers by role playing an employer in a conference with an uncooperative worker.

(2) list three terms or phrases describing a cooperative work situation.

Goal: III 9-10 C. Understands that different societies value different occupations.

Objectives: The student by the end of tenth grade will

(1) list five occupations directly related to an agrarian society and five occupations directly related to an industrial society; then he/she will rank order both lists on the basis of status in the community.

(2) explain the difference existing between the highest status occupations on each of the above lists.

Goal: III 9-10 D. Understands that some individuals are attracted to certain careers because of observed life styles of workers.

Objectives: The student by the end of tenth grade will

(1) identify an occupation for herself/himself and describe the related life style she/he anticipates will accompany this occupation.

(2) when given a list of five occupations and descriptions of five life styles, correctly match at least three of the five.

Goal: III 9-10 E. Understands that a person's life style will be affected by her/his career choice.

Objectives: The student by the end of tenth grade will

(1) explain how a person's income affects her/his life style.

(2) explain how a person's co-workers may influence her/his life style.

(3) explain how the community status of a person's work influences her/his life style.

Goal: III 9-10 F. Recognizes the need for balance between work and leisure time activities.

Objectives: The student by the end of tenth grade will

(1) make a weekly calendar covering seven days and list the activities in which he/she is involved at all times.

(2) make a seven day calendar showing activities in which he/she will be involved as a working adult.

(3) list five activities classified as leisure time activities

in which he/she is involved.

Goal: IV 9-10 A. Understands that people work for various reasons, such as: money, personal satisfaction, and or recognition.

Objectives: the student by the end of tenth grade will

(1) list reasons for working full time.

(2) list the significant reasons he/she attends school.

(3) identify some possible motives a financially independent person could have for working.

Goal: IV 9-10 B. Appreciates all workers are interdependent and contribute to the overall welfare of society.

Objectives: The student by the end of tenth grade will

(1) depict a chain of workers, in five different occupations, who are dependent in some way on other workers in the chain.

(2) identify how the above named workers contribute to the welfare of society.

Goal: IV 9-10 C. Understands the influence on career opportunities exerted by government.

Objectives: The student by the end of tenth grade will

(1) list four occupations for which a license is required in the state of Maryland.

(2) explain the influence increased federal spending has on the community in which he/she lives.

(3) give a logical explanation for licensing various workers, such as cosmetologists and plumbers.

Goal: IV 9-10 D. Develops an appreciation that occupations exist to satisfy the needs of society.

Objectives: the student by the end of tenth grade will

(1) identify a need of society and name two occupations contributing to satisfying this need.

(2) identify a declining need of society and name two occupa-

tions affected by this decline.

(3) relate tobacco farming to the needs of society.

Goal: IV 9-10 E. Recognizes that businesses, industries and institutions are comprised of workers who perform interrelated tasks.

Objectives: The student by the end of tenth grade will

(1) name the titles of three workers from one of the three areas listed from a business, industry, and institution and show how the work of each relates to the other workers.

Goal: IV 9-10 F. Recognizes the factors stimulating job opportunities.

Objectives: The student by the end of tenth grade will

(1) name some factors retarding job opportunities.

(2) name some factors stimulating job opportunties.

Goal: V 9-10 A. Understands the need for careful educational planning in career planning.

Objectives: the student by the end of tenth grade will

(1) when given no restrictions, write a long-range career plan to his/ her own satisfaction, including education or training necessary to achieve her/his goal.

(2) tell how a thorough understanding of arithmetic fits into the sequence of mathematics a person is required to learn when becoming an engineer.

(3) tell how an understanding of mathematics or English fits into planning an occupation.

(4) identify the education and training which workers will need for specific occupations. (4.1.1.14)

(5) describe the basic requirements for employment in specific jobs, e.g., special tools, clothing, etc. (4.1.1.19)

(6) identify and describe various ways of entering the world of work, e.g., vocational training. (4.1.1.9)

Goal: V 9-10 B. Understands that a number of occupations require additional training and education for entry and promotion.

Objectives: The student by the end of tenth grade will

(1) after stating her/his career choice, identify the required training or education for entry.

(2) after stating her/his career choice, identify the required training or education for promotion.

(3) name five sources of post high school education or training available in St. Mary's County and the surrounding area.

Goal: V 9-10 C. Realizes the value of general education as a necessary foundation for future specialized training.

Objectives: The student by the of tenth grade will

(1) define general education.

(2) explain the need for general education before specialized training.

(3) list five basic skills he/she has acquired and explain their value.

Goal: V 9-10 D. Recognizes the influence of organized groups and institutions on educational and training requirements.

Objectives: The student by the end of tenth grade will

(1) cite one occupation and tell how an organization or institutions has affected the requirements for the occupation.

(2) name an organized group and explain the effect of its licensing requirements for a particular occupation.

Career Guidance 11-12

Goal: I 11-12 A. Recognizes the relationship between technological changes and job specialization.

Objectives: The student by the end of the twelfth grade will

(1) define technological change.

(2) define job specialisation and give one example in contemporary society.

(3) cite one technological change and list the kinds of job specialization associated with the change.

Goal: I 11-12 B. Sees the need to narrow one's career choices.

Objectives: The student by the of the tewlfth grade will

(1) list three occupations in which he/she is seeking placement.

(2) seek employment, high education or training.

Goal: I 11-12 C. Knows about a variety of sources of career information.

Objective: The student by the end of the twelfth grade will

(1) list five sources of career information relating to a specific occupation or group of closely related occupations and identify specific procedures for obtaining the information.

Goal: I 11-12 D. Appreciates the worth of work and workers.

Objective: The student by the end of twelfth grade will

(1) when given a list of ten occupations, identify the important aspects of each.

Goal: II 11-12 A. Recognizes the need for continuous self-appraisal.

Objectives: The student by the end of twelfth grade will

(1) describe how her/his career interests have changed in high school.

(2) cite one example of a person who has changed occupations and relate this to the need for continuous self-appraisal.

Goal: II 11-12 B. Understands the need to obtain skills for initial employment.

Objective: The student by the end of the twelfth grade will

(1) interview an employer or a placement person to find out the necessary skills for obtaining initial employment in a particular occupation. (4.3.1.5, 4.2.1.8)

(2) demonstrate skills, attitudes, and behavior important for a job interview. (4.3.1.5)

Goal: II 11-12 C. Understands that new skills can be developed at any time during a person's lifetime.

Objectives: The student by the end of the twelfth grade will

(1) cite an account of a person who has pursued formal education or who has learned new skills later in life than usual.

(2) in a paragraph relate learning new skills and changing job opportunities to the need for continuous self-appraisal.

(3) identify educational opportunities available in selected careers. (4.4.1.6)

Goal: II 11-12 D. Understands the relationship exists between a person's mental and physical health and her/his career.

Objectives: The student by the end of the twelfth grade will

(1) identify an occupation and list three ways this worker's physical health can affect how he/she completes her/his work.

(2) in the occupation identified above, list one way the worker's mental health can affect how he/she completes his/her work.

(3) in the occupation named above, identify possible effects of the career on the worker's mental and physical health.

Goal: II 11-12 E. Understands any one of a variety of careers can lead to self-fulfillment.

Objectives: The student by the end of the twelfth grade will

(1) list two diferent out-of-school activities at which he/she has found satisfaction.

(2) list two school subject areas in which he/she has found satisfaction.

(3) identify two occupations related to the activities and school subjects listed above.

Goal: II 11-12 F. Possesses a positive self-concept in relation to his/her work.

Objective: The student by the end of the twelfth grade will

(1) express positive feelings about her/his ability to succeed in her/his selected occupation, training or education.

(2) match local occupational opportunities with personal interests and abilities. (4.2.1.1)

Goal: III 11-12 A. Understands that work is important in our society.

Objectives: The student by the end of the twelfth grade will

(1) explain three ways work contributes to society.

(2) tell three effects unemployment has on a community.

Goal: III 11-12 B. Understands the importance of respect and cooperation in working with other people.

Objectives: The student by the end of the twelfth grade will

(1) cite three reasons for working cooperatively with others.

(2) tell how respect for one's fellow workers can affect a person's work.

Goal: III 11-12 C. Understands that different societies value different occupations.

Objectives: The student by the end of the twelfth grade will

(1) when given the names of five different societies/communities, list three occupations considered important by each.

Goal: III 11-12 D. Understands some individuals are attracted to certain careers because of observed life styles of workers.

Objectives: The student by the end of the twelfth grade will

(1) when given a list of five occupations, choose two and describe in a paragraph the life styles of workers in those occupations.

(2) show how the perceived life style of the two workers chosen in D-1 might sttract persons into those occupations.

Goal: III 11-12 E. Understands that a person's life style will be affected by his/her career choice.

Objectives: The student by the end of the twelfth grade will

(1) give three examples showing a connection between a person's work and her/his life style.

(2) give an example of the connection between a person's work and her/his leisure time activities.

Goal: III 11-12 F. Recognizes the need for balance work and leisure time activities.

Objectives: The student by the end of the twelfth grade will

(1) structure a weekly activity plan taking into account the way he/she plans to spend time during the coming year.

(2) list three possible outcomes for a person who spends and inordinate amount of time working and little or no time at other activities, and a person who does not work, but is at leisure constantly.

Goal: IV 11-12 A. Understands people work for various reasons such as: money, personal satisfaction and/or recognition.

Objectives: The student by the end of the twelfth grade will

(1) discuss money as a reason most people work.

(2) discuss personal satisfaction or recognition as reason

Goal: IV 11-12 B. Appreciates that all workers are interdependent and contribute to the welfare of society.

Objectives: The student by the end of the twelfth grade will

(1) tell how workers in five different occupations in the local community are interdependent.

(2) relate how workers in St. Mary's County contribute to the welfare of the county.

(3) show how workers in St. Mary's County are dependent upon workers in other parts of the United States.

Goal: IV 11-12 C. Understands the influence on career opportunities exerted by government.

Objectives: The student by the end of the twelfth grade will

(1) list three effects on career opportunities of increased or deceased federal spending in a particular area of society.

(2) identify employers and job opportunities in the local and surrounding communities. (4.3.1.7)

Goal: IV 11-12 D. Appreciates that occupations exist to satisfy the needs of society.

Objectives: The student by the end of the twelfth grade will

(1) tell how the needs of society change and identify occupations created as a result of these needs.

(2) tell how the needs of society change and identify disappearing occupations as a results of changing needs.

Goal: IV 11-12 E. Recognizes businesses, industries and institutions are comprised of workers who perform interrelated tasks.

Objectives: The student by the end of the twelfth grade will

(1) have visited or studied a business, industry or institution for the purpose of learning how the tasks of workers in that organization are interrelated.

(2) describe how the interrelatedness of tasks in one of the

areas parallels the interrelatedness of tasks in the other two areas.

Goal: IV 11-12 F. Recognizes the factors stimulating job opportunities.

Objectives: The student by the end of the twelfth grade will

(1) tell what is being done locally to stimulate job opportunities.

(2) describe local conditions which limit job opportunities.

Goal: V 11-12 A. Understands the need for careful educational planning in career planning.

Objectives: The student by the end of the twelfth grade will

(1) possess a career plan including alternatives. (4.4.1.3)

(2) describe the educational requirements of the alternatives in her/his career plan. (4.4.1.5)

Goal: V 11-12 B. Understands a number of occupations require additional training or education for entry or promotion.

Objectives: The student by the end of the twelfth grade will

(1) list three occupations under each two headings: those requiring further education or training after high school and those not requiring further education or training after high school.

Goal: V 11-12 C. Realizes the value of general education as a necessary foundation for future specialized training.

Objectives: The student by the end of the twelfth grade will

(1) explain how reading sills relate to her/his occupational choice.

(2) explain how mathematics skills relate to her/his occupational choice.

(3) explain how writing skills relate to hre/his occupational choice.

(4) develop a profile of personal characteristics based on school work, test results, and extra-curricular activities. (4.3.1.1)

Goal: V 11-12 D. Recognizes the influence of organized groups and institutions on educational and training requirements.

Objectives: The student by the end of the twelfth grade will

(1) list three organizations and tell the effect each has had on the educational and training requirements for specific occupations related to that organization.

(2) give valid reasons for an organization becoming involved in the educational requirements of its workers, (example: professional organizations, trade unions, employee/employer associations, etc.)

What is the Community's Role?

The St. Mary's County career education program is based, in part, on the assumption that "every worker is a teacher and every place is a school."

This program, with the community's help, will give students a chance to observe and explore career options through both on site activities and guest speaker programs. The students learn about the world of work and themselves through interaction with community resource people. This program is part of the county's commitment to an educational process striving for excellence.

Role of Parents

Parents are an integral part of the career education process and also assist in the linkage between school and community. It is through parental involvement that students gain a sense of commitment to their school and community.

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Joseph Cipolloni, Jr.

St. Mary's County Public Schools

K through 12

Career Education Program

Based on the belief that all youth should be aware of the options and opportunities of the world of work.

K-5 Career Awareness
6-8 Career Exploration
9-12 Career Guidance

What is Career Education?

Career education is a continuing educational process used deliberately and collaborately by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.

The home, family, and community share key roles in the delivery of a comprehensive career education program. The major responsibility, however, rests with the school system.

Great Mills High School

Career Model

Great Mills serves as the implementation site for a 9-12 career education program.

Implementation of Program:

- 9th Grade – Career Experience Program aboard the Patuxent Naval Air Station and in the community. Students also take JOB-O in social studies classes and begin the development of a 4 year career plan.
- 10th Grade – Provide an opportunity for students to observe a selected career through "job-shadowing."
- 11th Grade – College and career searches in the school's career center through Contemporary Issues classes. This activity also includes taking the Harrington / O'Shea career assessment instrument.
- 12th Grade – Experiential education through internships and career option searches through the Career Education Workshop Program in conjunction with English classes and Project Basic.

St. Mary's County Career Education Goals and Objectives

The county's goals and objectives have been and are being incorporated into existing curriculum.

CAREER AWARENESS K-5

These goals assist students in the understanding of career clusters, the importance of respect and cooperation in work, the relationship between education and careers and the importance of career preparation.

CAREER EXPLORATION 6-8

These goals assist students in the understanding of concepts of the worth of work and workers, job satisfaction, individual aptitudes, abilities and interests, the need for educational and occupational information and the need for a career plan.

CAREER GUIDANCE 9-12

These goals assist students in the understanding of concepts of exploring career clusters intensively, that a variety of careers can lead to self-fulfillment, that there needs to be a balance between work and leisure time and that there needs to be careful educational planning in career planning.